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ABSTRACT

This book extends the ideas of the competency and quality movements in higher education to definitions of learning outcomes that deal with an unknown future, and to accountability as a consequence rather than a focus. It argues that ways of teaching (bringing learning about), assessment (finding out what has been learned), and university management (organizing learning) should be based on whether they facilitate intended learning outcomes. The book stresses that learning in the sense of knowledge formation can be considerably facilitated by paying attention to how knowledge is formed within different fields. Following chapter 1, which introduces the idea of the university, chapters 2, 3, and 4 raise basic questions about the different forms of learning and cover the requirements of learning, approaches to learning, and learning and research. The next three chapters deal with the pedagogy of higher education and cover what should be learned (competence and competencies), bringing learning about, and finding out what has been learned. The final four chapters focus on the inner structure of the university. These chapters address the following major topics: collective consciousness and the ethics of learning; quality and qualities; organizing learning; and the university of learning. (Contains approximately 300 references.) (DB)

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